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ABSTRACT

A study was conducted at San Joaquin Delta College (SJDC) to determine whether its present calendar, based on the traditional semester system, should be abandoned in favor of either the quarter or the early semester calendars. The study involved: (1) contacting employers to determine the effect of a calendar change on student employment, (2) examining the alternative calendars as they exist at other institutions, (3) interviewing SJDC administrators and department heads to determine how a calendar change would affect the college's administration and instruction, (4) polling faculty and students to determine their calendar preferences, and (5) reviewing the literature related to calendars and calendar change. The study revealed that a switch to the quarter system at SJDC, besides being unpopular with students and faculty, would be prohibitively expensive, in that courses would have to be redesigned and paperwork expenditures would be increased. While there was more interest on the part of faculty and students in the early semester system, it was determined that a calendar change might adversely affect seasonal employment and high school/college articulation and that ending the semester before the Christmas break would have no educational benefit. Therefore, the retention of the traditional semester calendar was recommended. The study report outlines the advantages and disadvantages of the calendars in question. (JP)

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REPORT AND RECOMMENDATION OF THE AD HOC COMMITTEE TO REVIEW THE COLLEGE CALENDAR

1979

San Joaquin Delta College, Stockton, California

JC 800 454

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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REPORT AND RECOMMENDATION
OF THE AD HOC COMMITTEE TO REVIEW THE COLLEGE CALENDAR

The first meeting of the Ad Hoc Committee to Review the College Calendar was held on October 12, 1979. The committee charge consisted of the following:

1. Reviewing previous calendars
2. Reviewing faculty, student and staff views from last year's desire to go to the early-start calendar
3. Studying what other colleges are doing and possibly visiting two or three different colleges for examples of early-start colleges, quarter systems or other calendars
4. Reporting to the President no later than November 15th on their recommendations to either proceed with the early-start calendar as planned or to consider other alternatives

The committee determined to consider objectively as many aspects of alternative calendars as possible, but limited consideration to the traditional semester, the early semester and the quarter calendar.

To obtain as much input as possible for completing the committee charge, the following procedures were developed:

1. Community members and institutions would be contacted to determine what effect a calendar change might have outside the college.
2. Employers would be interviewed regarding the effect of a calendar change on potential student employment.
3. Various colleges and staffs would be contacted to obtain feedback on alternative calendars in use now, or which have been used in the past; including visitations if necessary.
4. A representative group of division chairs and administrators would be interviewed to determine how they see a calendar change effecting the the college, instruction and administration.

5. Both day and evening faculty and classified staff would be polled regarding their preference for calendar type.
6. A selected group of transfer and non-transfer classes would be polled to determine student preference and whether the type of class effects that preference.
7. A review of some of the literature relating to calendars and calendar change would be done to see whether it has been determined that a particular calendar is more educationally advantageous than another.

Historically, San Joaquin Delta College has used the traditional semester calendar, as do most of the community colleges in California. Nationally, however, the picture is different. While the majority of colleges use the semester system, the majority of those are on the early-start.

Distribution of Calendars in Colleges[1]

Year	# of Colleges	Semester	Quarter	Other
1977-78	3,130	57% (1,797)	24%	19%

United States - 7% traditional semester - 48% early semester

Distribution of Calendars in California Community Colleges[2]

Year	# of College Districts	Semester	Quarter	Other
1977-78	76	83%	17%	0

California - 58% traditional semester - 25% early semester

[1]Fact Book of Higher Education; Third Issue, 1977. A.C.E. Survey by National Association of Book Stores

[2]From information supplied by California Community College Chancellor's Office

The reason for this difference is not self-evident, but it might be construed that the early semester has been received most favorably where student employment is not considered a factor; and where the needs and lifestyle of the community are not considered to be important to the college operation. This is speculation, however, but most of the California calendar studies which were made available to the committee listed these or related factors as affecting the decision of a particular college to change from one calendar to another.

To change a college calendar is a major decision for any institution since it involves any number of educational, psychological, social and administrative factors. Even given the magnitude of the change, it would be easy if one calendar were accepted by the higher education community to be better than another. Unfortunately, this has not been the case up to this point.

> Clearly, there is no calendar that is good for every purpose. A calendar is "good" to the extent that it is well suited to the aims of the institution.[3]

> There was no objective proof superior in the quarter system, the trimester system, the semester system, or variations on those models.[4]

The committee tried to consider all the factors which would impact upon its recommendations and to be open to input from as many sources as possible. Given the constraints of time-line and personal time committments, a more than reasonable amount was spent deliberating relevant factors and to obtaining sufficient input.

[3]Larson, Robert P. College Calendars. Schenectady County Community College, Schenectady, N. Y. 1978. ERIC Report Ed. 168630. From the report of the Task Force on the Academic Calendar. SUNY. Albany, N. Y. 1978

[4]Ibid. From the report of the Kent State University Calendar Commission. 1978

The following is a description and analysis of the types of calendars considered by the committee:

Semester Calendar:

The semester calendar is most frequently used by colleges and universities. It is found at 66 percent of two-year arts and sciences colleges, 71 percent of two-year professional/technical colleges, 58 percent of four-year professional/technical schools (Catalog Study, 1976).

The semester calendar consists of two terms which average 15 weeks each but which can be as long as 20 weeks. Full-time students take four or five courses per term. Some colleges begin their fall semester before Labor Day and complete the term by Christmas. This "early semester" arrangement originated at Princeton in 1843 (Commission on Year-Round Integrated Operation Report, 1961, p. 35) but only within the past decade has become the norm. Until recently, most fall semesters began after Labor Day and ended in the middle of January following Christmas vacation. The January portion of this fall term, sometimes called the "lame duck" session, is reserved primarily for final examinations but frequently for some classes as well. Under either plan, the second semester or spring term usually stretches from late January or early February to May. Summer is traditionally a time for vacation.

The advantages of the semester system over other calendars are that (1) it provides the most classroom hours per term; (2) it makes possible a review week at the end of each term; (3) it permits a lengthy, more thorough study of subjects; (4) it encourages a stable college community owing to common vacation and attendance patterns: (5) it enables students to find summer employment at the time when jobs are most available owing to worker vacations and good weather; and (6) it minimizes the number of courses for which faculty must prepare, the number of times students must register for courses, and number of examination periods for which grades must be recorded.

The weaknesses of the semester system are (1) it allows little flexibility regarding student attendance patterns and faculty teaching schedules; (2) it forces courses into a term or year length regardless of content or purpose; (3) it requires full-time students to study four or five different subjects at a time; (4) it limits students in the number of courses they can take in four years more severely than with any other calendar system; (5) it may unnecessarily stretch subjects that could be covered more quickly in shorter terms; and (6) its three-month summer vacation period is not necessary for all students and faculty.

Quarter Calendar:

The quarter calendar consists of four ten-week terms. The full-time student takes three courses per quarter and attends three quarters per year. Sixteen percent of two-year and 18 percent of four-year arts and sciences colleges use the quarter calendar; as do 10 percent of profession/technical schools at both two- and four-year institutions (Catalog Study, 1976).

The advantages of the quarter system are that (1) it permits students to take a greater number and variety of courses than is possible with two-term calendars; (2) it enables students to concentrate on a small number of courses per term; (3) it offers students the possibility of acceleration by attending additional terms or by taking four courses; (4) it provides students and faculty flexibility in choosing attendance or vacation patterns; (5) it offers more frequent breaks than the semester system; (6) it allows for courses of three lengths (one quarter, two quarters, three quarters) while the semester system allows for only two; and (7) it is better adjusted to national holidays and traditional work-year breaks, as quarters fit into the spaces between Labor Day, Christmas and Easter vacation.

The disadvantages of the quarter system are that (1) it makes inefficient use of time as contrasted with the trimester system (40 weeks of instruction versus 45 weeks of instruction per year); (2) it involves twice as much registration and bookkeeping as the semester calendar; (3) it requires more preparation, tests, and grading by faculty; (4) it occasionally results in superficial courses because terms are only ten weeks long; (5) it keeps students on an academic treadmill owing to the need to choose and complete new courses every ten weeks; (6) it makes faculty teaching at the summer session of other colleges difficult; and (7) it makes unavoidable faculty and student absences from class more serious.[5]

Once the procedures for reviewing the calendar were established the committee set about implementing them. All three calendar types were discussed in relation to the information received by the process.

It was evident from the start, however that the quarter calendar seemed least viable of all, mainly because of the magnitude of the changes necessary and the costs involved in facilitating that change. This is true not only from an administrative standpoint, but from the point of view of the instructor who must redesign and rewrite courses.

[5]Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco. Jossey-Bass. 1978. p. 235-239.

Other factors which influenced our decision were: the consideration that more instructors might need to be hired; we could lose enrollment, especially in the evening since two attendance nights would be required per course rather than one; there was not enough lead time to accomplish this changeover - U. C. took three years to effect a change from semester to quarter. In addition, when the committee visited Chabot College, which has been operating on the quarter system since 1968, it became evident that the amount of paperwork involved in keeping up with the system is incredible. Also, the pace is so accelerated that neither management, faculty nor students get a chance to breathe. Change follows change without a break. There was also evidence of a higher dropout rate.

With the compression of time comes an expansion of cost. Costs are increased by at least one-third, if not more, while the pot of money available remains the same, or decreases if enrollment declines. When the actual effect of Proposition 13 and the Gann initiative is still somewhat unknown, and with Jarvis II on the ballot in June, it struck the committee as foolhardy to adopt a calendar which would definitely increase operating costs; especially when there is no hard data which indicates that it is a superior calendar educationally to any other.

Considering all of the factors discussed above and since our polls of students and faculty showed little interest in the quarter, and also since in our interviews with division chairs and other management staff the response was 100% negative to the quarter, the committee felt it incumbent upon itself to reject the quarter as an option.

Given sufficient reason for change, the committee felt that the early semester calendar would be most viable. Finding sufficient reason for change though was a problem. Again there is no hard data to support the fact that the early-start has an educational advantage over the traditional start. The major

reason most colleges have changed to it seems to be to get rid of the so called "lame duck" period between the winter break and the beginning of finals. This hardly seemed to us to be a significant enough gain to warrant a change of calendar, but we did take considerable time reviewing the other advantages and disadvantages of the early-start.

Faculty and student preference are, of course, a major consideration. Last year 3,882 students were polled with regard to a possible calendar change. The results of this survey did not indicate that a clear cut majority were in favor of an early-start, but there was an indication that an early-start was preferred by more of those polled than any of the other choices given. The staff was also polled at this time and showed a preference for an early-start. (see attachment #1)

During committee discussions some question was raised as to the validity of the responses since little or no explanation was given regarding the options presented at the time of the poll. Also, the timing might have helped skew the results since the poll was taken immediately after the end of fall semester.

An additional poll was taken of both day and evening faculty and classified staff this semester. This poll showed a definite preference for the traditional semester. A possible reason for this change of opinion might be related to the fact that more explanation, including a listing of pros and cons, gave the faculty better information on which to base its judgement. Last year's poll gave only information on what the calendar would look like. (see attachments 1, 2, 3, 4, 5 and 6)

An additional informal student poll was taken this year in selected transfer and non-transfer classes. This time there was more information given regarding the pros and cons of the early start and the traditional calendars. Overall the students polled favored remaining on the traditional calendar. Interestingly enough, transfer students favored the early start and non-transfer

students favored the traditional calendar by more than two to one. (see attachment #7)

In interviews with division chairs and selected management staff, there was little or no support for changing the calendar So it seems that at the present time, considering students and staff, that there is less preference for not only the early-start, but for any change at all.

Another factor the committee felt needed to be explored was the possible effect on student employment. The largest private employers of our students are the food processing and retail industries. Interviews with managers in both these areas indicated that an early start would definitely cut into student earnings.

The tomato harvest begins around August 1st. This processing continues to approximately October 15th, so students usually are employed through Labor Day. An early-start of August 18th would, therefore, cut a student's earning power by half.

The two peak periods in the retail industry are the two weeks before school starts (traditional calendar) and the week before Christmas. An early-start calendar would place our students in class or in finals at that time. The indication was given that students would probably not be hired if they could not work during those peak periods.

In addition, we have students working for the forestry service who must work through Labor Day, and other students who are employed in tourist type occupations, not to mention summer camps, etc.

All this information indicates the probability that a number of students will want to come to class two or three weeks into the semester. This is not a positive aspect of a change in the calendar for it necessitates adding many late starting classes.

The committee also contacted the principals of our feeder high schools. The principals saw problems for their students with articulation in fall as well as spring and with student employment. For the most part they did not favor change. Those districts from which we rent space for off-campus classes indicated some concern that there would be maintenance and other service type problems if we started classes prior to their start.

Enrollment was also considered since without it the college would not be. The committee was concerned that a change to the early-start would have a negative effect on enrollment. The college is not operating in a vacuum. It exists as part of a larger society and there are social conditions which impact on it regardless of what the college does. Vacation times are traditional, holidays are traditional. Trying to change tradition can be difficult. Since an early-start would cut into some people's vacations they might be reluctant to change vacations to enroll in class. Women students with children might not be able to take classes because their children are not yet in school. Women outnumber men on this campus. It should also be noted that a loss of enrollment could cause contract problems with both classified and certificated staff.

Other items the committee considered were:

1. the effect on our athletic program which would have our student athletes participating in sporting events after the rest of the college was finished.
2. the lack of air conditioning in the shops - two more weeks in the heat
3. an increase in late starting and short courses to pick up late starting students
4. a possible problem with facilities with increased number of classes
5. articulation with some state colleges and universities

All of the above factors were taken into consideration by the committee in making its recommendation. In addition, numerous colleges sent us material on their own experiences. We visited Solano, which is on the early-start and is happy with it although they are considering change. They are also beginning more late starting classes, including core courses. And we've read of the problems of Bakersfield, which is returning to the traditional semester. (see attachment #8)

Our traditional semester is working for us. We have kept from being rigid and inflexible by having late starting and short courses. This eliminates at least three of the objections to the semester system. (see pg. 4, pp. 5) No reading of the literature indicated that the "lame duck" was unsound educationally, nor did the faculty we interviewed support this theory; some thought it might be an advantage as a time for students to absorb and review material.

We do not feel there is a significant reason to change the calendar at this time. Therefore, we recommend that the college stay on the traditional semester calendar.

It must not be assumed that this recommendation is meant for permanent status; it should be open for reconsideration given a new set of circumstances. If legislation permits, at a later date for instance, a shorter college year might solve some of the problems related to the early-start which were brought to the attention of the committee during its investigation.

Respectfully submitted,

Tobin Clarke, Chairperson

Richard Gescat

Leticia Casares

Richard Ghio

Pat Galindo

John A. Stirton

		PLAN				
		A	B	C	D	E
STUDENTS	DAY	422	183	738	287	64
	NIGHT	240	115	258	175	29
	BOTH	280	115	504	238	36
TOTALS		1060 (27.7%)	413 (10.8%)	1520 (39.8%)	700 (18.3%)	129 (3.4%)
STUDENTS	FULL TIME	683 (26.4%)	247 (9.6%)	1103 (42.7%)	458 (17.7%)	92 (3.6%)
	PART TIME	389 (29.9%)	176 (13.6%)	438 (33.7%)	252 (19.4%)	44 (3.4%)
TOTALS		1072 (27.6%)	423 (10.9%)	1541 (39.7%)	710 (18.3%)	136 (3.5%)
STAFF	FULL TIME	17 (19.8%)	4 (4.7%)	50 (58.1%)	8 (9.3%)	7 (8.1%)
	PART TIME	3	0	6	2	2
TOTALS		20	4	56	10	9
STUDENTS	1979-1980	827	316	1058	485	86
	1980-1981	69	34	109	44	9
	TRANSFER	103	33	248	127	21
	END SPRING 79	63	30	108	46	14
TOTALS		1062	413	1523	702	130

Are you a:

___ Full time student. ___ Full time staff.

___ Part time student. ___ Part time staff.

Which of the following calendars do you prefer?

___ Plan A The fall semester would open on September 2 and close on January 20, for a total of 88 days. The spring semester would begin on January 28 and end on June 11 for a total of 87 days. This schedule would provide for a two-week Christmas recess from December 22 through January 2; a between semester recess of one week from January 21 through 27; as well as a spring recess of one week from April 13 through April 17. Graduation would be held on Saturday, June 13.

___ Plan B The fall semester would open on September 2 and close on January 16, for a total of 88 days. The spring semester would begin on January 26 and end on June 5, for a total of 87 days. This schedule would provide for an eight-day Christmas recess from December 24 through January 2; a semester recess of three days from January 19 through January 23; and a spring recess of one week from April 13 through April 17. Graduation would be held on Saturday, June 6.

___ Plan C. The fall semester would open on August 18 and close on December 23, in advance of the Christmas recess. The fall semester would contain 88 days. The spring semester would begin January 12 and end on May 22, for a total of 87 days. This schedule would provide for a two and a half week Christmas bread between the semesters, beginning on December 24 and ending January 9, and a spring recess of one week from April 13 through April 17. Graduation would be held on Saturday, May 23.

___ Plan D In this plan, the academic year would be split into three equal, 11 or 12 week, terms. The fall term would begin late in September and finish before Christmas. The winter term would begin in early January and finish in mid-March and the spring quarter would begin late March and finish in Mid-June. There would be a one-week break between each quarter.

___ Plan E None of the above. Make any comments below.

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

October 31, 1979

TO: Delta Staff

From: Richard Ghio
Member of Ad Hoc Committee to Study the School Calendar

Re: School Calendar for College Year 1980-1981.

The Ad Hoc Committee to Study the School Calendar wants to learn the staff's opion on possible school calendars. Listed on the next page are three calendars with approximate dates of instruction. In addition, there is included a partial list of advantages and disadvantages of each calendar. Please answer the questions on the last page. Also indicate your division. A comment section has been provided for considerations that the committee may have overlooked. Please return the last page to Richard Ghio as soon as possible, but no later than November 9th.

ph

POSSIBLE CALENDARS

Plan A (Traditional Calendar)

The fall semester would open September 3rd and close on January 23rd, for a total of 88 days. The spring semester would begin on February 3rd and end on June 12th. This schedule would provide for a two week Christmas recess; a between semester recess of one week; as well as a spring recess of one week. Graduation would be held on Saturday, June 12th.

Plan B (Early start - Early finish Calendar)

The fall semester would open on August 17th and close on December 21st, in advance of Christmas recess. The fall semester would contain 88 days. The spring semester would begin January 17th and end on May 21st, for a total of 87 days. This schedule would provide for a two and half week Christmas break between the semesters and a spring recess of one week. Graduation would be held on Saturday, May 23rd.

Plan C. (Quarter System Calendar)

The fall quarter would begin approximately September 16th and end December 13th, in advance of the Christmas recess. The winter quarter would begin approximately January 2nd and end March 20th. The spring quarter would begin approximately March 30th and end June 19th.

PLAN A (TRADITIONAL CALENDAR)

ADVANTAGES

1. Students retain employment opportunities in retailing (i.e. back-to-school sales in late August, Christmas sales) and agriculture relate jobs.
2. Smooth articulation with mid-year high school graduates
3. Concurs with the vast majority of school calendars of local schools. Accordingly, this prevents any problem for re-entry females with school are children.
4. August is traditionally a vacation time for students and faculty.

DISADVANTAGES

1. Semester is not over by Christmas recess, thereby causing a "lame duck" period after Christmas recess and before finals.
2. Articulation is a problem for Delta graduates who are transferring to a quarter semester at winter quarter.
3. Possibility of a high attrition rate due to ending the semester after the Christmas holidays.

PLAN B (EARLY START - EARLY FINISH CALENDAR)

ADVANTAGES

1. Fall semester is finished by Christmas recess.
2. No articulation problem for Delta graduates transferring to quarter system.
3. Possible reduction in attrition rate due to ending prior to Christmas holidays.
4. Completion of the college year early.
5. Early completion may allow students a headstart on job opportunities.

DISADVANTAGES

1. Possible loss of student employment in food processing and retailing industries.
2. Possible higher amount of late enrollments in fall semester.
3. Possibility of greater number of late starting-positive attendance classes in fall.
4. Possibility of lower enrollment in fall semester.
5. Higher energy costs than traditional calendar due to "hot Stockton" August.
6. Registration for spring semester during Christmas causing a shorter vacation for registration staff and counselors. Possible increased costs to administer registration due to overtime pay.
7. Summer vacation is shortened by two weeks in transition year.
8. Possible conflicts of vacations for staff members and families.

PLAN C (QUARTER SYSTEM)

ADVANTAGES

1. Students can take more courses in the same period of time. A full time student would take 12 quarter courses a year as opposed to 10 on a semester.
2. No articulation problem for Delta students transferring to quarter system at mid term.
3. Late start in September allows for vacation time during a less crowded time.
4. Attrition rate may be reduced (particularly evening classes) by a shorter time span.
5. Fall quarter is completed before Christmas.

DISADVANTAGES

1. Possibility that courses would be splintered to fit the system rather than restructured to provide the essence of the course in a shorter time.
2. Possible lack of planning time to gear up for a quarter system.
3. Increased registration expenses by approximately 33%.
4. Possible lack of textbooks for quarter system.

INDICATE YOUR CALENDAR PREFERENCE BY CIRCLING YOUR ANSWER

1. In choosing between the traditional semester calendar and an early start calendar, I prefer:

    a. traditional calendar

    b. early start calendar

2. In choosing between the traditional semester calendar and a quarter system, I prefer:

    a. traditional calendar

    b. quarter system calendar

3. In choosing between the early start calendar and a quarter system, I prefer:

    a. early start calendar

    b. quarter system calendar

My priority ranking of the three plans if:

1. _____

2, _____

3. _____

My Division is:

Coments:

Return this page to Richard Ghio as soon as possible, but no later than Friday, November 9th.

November 20, 1979

Summary of Results

Day Staff Survey - The College Calendar

Question 1 Traditional vs Early Start

	DAY	EVENING	CLASSIFIED	TOTAL
Traditional	77	40		
Early Start	53	31		

Question 2 Traditional vs Quarter

	DAY	EVENING	CLASSIFIED	TOTAL
Traditional	100	42		
Quarter	27	30		

Question 3 Early Start vs Quarter

	DAY	EVENING	CLASSIFIED	TOTAL
Early Start	79	36		
Quarter	33	33		

Priority Rankings

Weighted Scores*

	DAY	EVENING	CLASSIFIED	TOTAL
Traditional	497	246		
Early Start	406	206		
Quarter	254	196		

*Using 1st=5; 2nd=3; 3rd-1

Priority Rankings - Day Staff Only

	1st	2nd	3rd
Traditional	75	34	20
Early Start	48	46	28
Quarter	15	34	77

PREFERENCES (FIRST ONLY) BY DIVISION

(DAY STAFF)

DIVISION	TRADITIONAL	EARLY-START	QUARTER
Agriculture	2	3	
Admissions/Records			
Art		1	
Apprentice			
Business	10	3	1
Computer Science	1		1
Developmental Ed	2	2	1
English and Math	5	5	1
Family and Consumer Education	4	3	
Ethnic Studies	2	2	
Health Sciences	4	2	2
Life Science	7	3	
Language and Speech	5	7	3
Learning Resources			
Physical Education	5	4	2
Physical Science	2	3	1
Performing Arts	2	2	
Social Science	9	3	
Technical and Industrial	8	2	
Public Safety	1		2
Counseling	6	4	1

PREFERENCES (FIRST ONLY) BY DIVISIONS

(EVENING STAFF)

DIVISION	TRADITIONAL	EARLY-START	QUARTER
Agriculture	1		
Admissions & Records	1		
Arts & Letters	1		
Apprentice		1	
Business	6	3	4
Computer Science			2
Developmental Education		2	1
Engineering & Math, etc.	1	2	1
Family & Consumor Education	2	1	1
Handicapped			2
Health Sciences	1		
I.M.C.		3	
Language & Speech	5	4	2
Learning Resources	1		
Physical Education	3	2	4
Physical Science		1	
Performing Arts	1	1	1
Social Science	5	1	3
Trades & Industry	2		1

San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207

To: Members of the Calendar Committee

From: Jack Stirton

Re: Survey of Classes on the Early Start vs. the Traditional Calendar
Survey of 4-year Colleges and Universities Using Quarter and Semester Plans
Interview with Dean Rodoni
Concerns with the Initial Survey of Student Preferences, Feb. 1979

Survey of my classes transfer courses (Stirton)

	Early Start	
	Favor	Oppose
Education 10 (MWF 8:30)	14	9
Education 10 (MWF 10:30)	26	8
Education 10 (TTh 8:30)	11	11
Education 10 (Wed. 7-10)	13	9
subtotals	64	37
Non-transferable classes (Stirton)		
Social Science 63A (Aide Field Study)	5	15
Non-transfer (other classes)		
Political Science 70 - McComb (a.m.)	5	12
Construction Drafting - Schneider (a.m.)	6	3
Industrial Relations - Clayburn (a.m.)	8	17
Auto Electrics - Hamer (p.m.)	2	8
Construction Drafting - Schneider (p.m.)	1	11
subtotals	27	66
grand totals	91	113

A major concern expressed by one student and the Division Chair for Trade Technical was a lack of air conditioning in the shops.

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